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ABSTRACT

This report describes a course on early childhood education methodology and practice that was held at the Ministry of Education in Addis Ababa, Ethiopia, for 35 Ethiopian early childhood educators and administrators. In addition to presenting developmental profiles of preschool children, the 3-week course addressed philosophies of early childhood education, educational toys and games, planning and curriculum development, parent involvement, and decentralization. Instruction was accomplished through lectures, small group activities, hands-on demonstrations, and field trips. The report discusses the condition of early childhood education in Ethiopia, the planning and preparation of the course, course content and procedures, and social and cultural activities provided for the participants. Accommodations provided to the instructors are also described. Nine appendixes provide: (1) a list of course participants; (2) the proposed course program; (3) the rewritten program; (4) a list of student expectations; (5) professional contacts; (6) an evaluation questionnaire; (7) the program of the closing session; (8) a copy of a speech by the course organizer; and (9) a copy of the certificate presented to course participants. (MDM)

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REPORT

ON-THE-SPOT COURSE

EARLY CHILDHOOD EDUCATION

IN ETHIOPIA

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2nd to 30th August, 1993

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I. GENERAL INTRODUCTION

The course in **Early Childhood Education** took place in Addis Ababa, at the Ministry of Education. It came about as a result of an agreement signed during the visit of the Ethiopian Prime Minister, Ato Tamrat Layne in Israel. It was organized by Ato Mulugeta, Director of Training in the Ministry of Education.

II. GENERAL INFORMATION

Name of Course: Early Childhood Education

Language: English

Implementing Institution: The Golda Meir Mount Carmel International Training Centre (MCTC)

Country: Ethiopia

Sponsors: Ministry of Education

Duration: 2nd - 30th August, 1993

Objectives:

At the termination of the course the participants will have:

- reviewed the educational philosophies and methodologies currently influencing Early Childhood Education in Israel

- extended their knowledge on language enrichment through a variety of activities, as a preparation for reading

- undergone a hands-on experience preparing learning activities for the 5 - 6 year old child

The Israeli Team:

Ms. Janette Hirschmann	MCTC staff; B.A. in Psychology and Sociology; Post-graduate Diploma in ECE; Director of ECE courses (in English)
Ms. Haggith Gor Ziv	M.A. in Education; Lecturer in ECE at Seminar Hakibbutzim, Teacher Training College, Tel Aviv

Location: Ministry of Education, Addis Ababa

Participants: 35 (7 women and 28 men)

(For list of participants see Appendix 1)

In addition to Ato Mulugeta, Head of Training and Ato Debebe, Head of Training of Management, there were 33 participants (28 men and 7 women), who were selected by the organizers of the course. Most had a B.A. or B. Ed. and some had professional diplomas. Some participants are presently employed by the Ministry of Education, as school supervisors, while others are from voluntary organizations and churches. They came from various regions of Ethiopia and belonged to different tribes. Most were directly involved in ECE as supervisors and program directors.

The participants were of a very high level - active and responsive, with a sound basic knowledge and high level of intelligence. This enabled the team to present the theoretical parts of the course at a high academic level, and a stimulating dialogue was created.

Dates of Arrival and Departure:

Arrival in Ethiopia: 31.7.93
Departure from Ethiopia: 21.8.93

III OVERVIEW:

The three week course was implemented in Addis Ababa by two Israeli educators, in cooperation with the Ethiopian Ministry of Education. It was organized by Ato Mulugeta, Director of Training in the Ministry of Education.

IV PLANNING:

In March 1993, at a meeting between the Israel Ambassador and Ato Mulugeta, Director of Training in the Ministry of Education, it was decided to request a three-week course on ECE from MCTC. UNICEF was approached to finance the local cost of the course.

The Israeli team dispatched a proposed program. Because they had no experience in Ethiopia, the team planned the course in a very general manner, according to their experience in other countries.

When no response was forthcoming, Ato Mulugeta was contacted by telephone. He had not yet received the program. On July 1st, 1993, the final confirmation of the course was received.

The leader of the Israeli team requested that the participants be supervisors and co-ordinators of ECE programs rather than teachers, so that the ripple effect would be greater.

The team sent printed material, which was photocopied and put into folders, then given out to the participants. The team took with them many didactic games which they had prepared. Scrap materials, felt pens, paper, scissors, etc. were provided by the course organizers.

This was the first on-the-spot course in Ethiopia on the subject of preschool. The team had no previous knowledge about the situation in Ethiopia, and they only received general information about the country upon their arrival in Addis Ababa. The hosts had prepared a summary of the state of preschool education there, which proved to be very useful, as it presented a historical viewpoint and also included up to date information.

According to the summary, only 2.5% of children in Ethiopia attend kindergarten, due to the difficult economic and political situation in the country. Only 25% of school age children receive any primary education whatsoever, and of these, 50% drop out during the first three years. Those children who do attend school are mainly from more affluent neighbourhoods in the city (90% of the Ethiopian population is rural).

V PROGRAM AS IMPLEMENTED

(For Proposed Program see Appendix 1, and for Course Program as implemented - See Appendix 2)

At the beginning of the course, each participant was asked to provide information about the subjects and skills he was interested in acquiring in the field of preschool education. When the results were tabulated, it became clear that in addition to many subjects on the program, the participants were interested in the following subjects: Working With Parents, Centralization and Decentralization in Education, and The Child with Special Needs. The program was rewritten in accordance to their requests. A local lecturer was invited to deal with the subject of The Child with Special Needs

(See List of Expectations, Appendix 3.)

The team noticed that the participants were inclined to go into each subject in depth. This created a problem, due to the limited time allotted for the course.

In general, the course was characterized by the seriousness of the participants, their desire to acquire knowledge, to discuss and to reexamine issues, to go into problems and examine them from a new point of view. Learning excited them and they showed thirst for knowledge and deep interest in everything they were taught, both theory and practice.

One of the team members had to leave Ethiopia a week early, so the part of the course she was to teach was moved forward. The other team member presented her part of the course during the last week.

There was a festive official opening to the course, part of which was broadcast on television that same evening. The Second Secretary of the Israeli Embassy, Mr. Guy Ravid, and the Deputy Minister of Education attended.

On the first day of the course, the hosts took the team to visit kindergartens. The course was arranged to take place during summer vacation, when the kindergartens were not functioning. Thus the team could only tour the buildings and talk with the teachers. However, in their honour, in one kindergarten, the children were invited for a special activity.

The team noticed that even among the 2.5% of the children who do attend kindergarten, the situation is very grave. Toys and other equipment are sorely lacking and reading and writing are taught at a very young age in two languages. In the rural kindergartens they visited, the situation was especially bad. Physical conditions were very difficult, and there was a terrible problem of crowding. One teacher told how she began the year with 171 children and finished the year with 70 children - all this in a room no more than 30 square metres in area, with no equipment and no suitable lighting.

The course began with a getting acquainted session. A number of lively games were played, to assist the participants in remembering one another's names.

Each day started with singing children's songs, an activity which the participants enjoyed very much. The songs were taped, and the tape was available for purchase.

The professional part of the course started with small groups of participants creating a developmental profile for children between the ages of 0 to 3; 3 to 4; 4 to 5; and 5 to 6. It was important to establish a base-line for all the participants, since they had different educational and experiential backgrounds, not specifically in Early Childhood Education. The participants related to this exercise in a most serious manner. This was followed by discussions of children's needs, and of how children learn. Slides on kindergartens in Israel were presented as one way of creating an educational environment for preschoolers.

Examining philosophies of education was a natural continuation of, and strongly related to the former activity. In an exercise, the roles of the teacher, the school and the pupils were analyzed. For many participants this was the first time that they had considered their own attitudes and beliefs. It was interesting to note that despite the prescribed system in which they functioned, many chose statements that reflected their personal preference for open education.

A session was then devoted to considering what reading actually involves. Since the subject is taught formally to children from the age of 3 1/2 years in Ethiopia, it seemed relevant to clarify that reading is based on comprehension and world knowledge and not only on decoding what has been written.

An entire day was devoted to playing and making didactic games, samples of which the Israeli team had made and brought with them. The participants enjoyed this activity very much and it was evident from the discussion that followed that they now appreciated how much playing games could contribute to the development of the cognitive, social, emotional and psycho-motor domains.

Didactic materials from the in-service training centre in Addis Ababa, were also demonstrated to the students.

The second week opened with an exercise of planning and developing curriculum, using the thematic approach. Each group chose a topic that could be developed in the kindergarten, and planned activities in all the domains, in order to emphasize the holistic approach. Each group summarized their topic on posters and presented it to the whole group. This was a very important exercise, as gradually the participants began to realize that children could learn as well, if not better, when they were actively involved and not sitting passively while the teacher talked. Daily and weekly schedules were discussed. The concept of large time blocks allotted for activities was new to the students.

The participants were very concerned about how to involve parents in their children's education. Either parents were too busy, or they felt that the teachers were being paid to educate their children and that they could therefore relinquish their responsibility in the process. The Parent Effectiveness Training (PET) technique, as developed by Dr. Thomas Gordon, was presented. This model stresses tools for effective communication based on expressing one's own feelings and needs and listening to those of others. Much discussion was elicited, based on the participants' memories of their parents' reactions when they were children and on their own behavior with their children.

The participants enjoyed small group and large group discussions. It was the first time that they had been able to meet together and exchange information, experience and ideas. They felt very enriched by these activities.

Since such a small percentage of children in Ethiopia attend preschool, the participants felt that it was very important to discuss ways and means of raising awareness of the importance of Early Childhood Education and together came up with many ideas about how to reach a broad segment of the population.

Ethiopia is in the process of decentralizing its services and the participants were concerned about how this could take place as effectively as possible. Again the group formed sub-groups and discussed this issue. The summaries were presented to the whole group.

The participants were interested in hearing about the Israelis' experience in other countries and the problems faced by them. They took comfort in the fact that Ethiopia is not the only country experiencing problems of this kind.

A guest lecturer, who was a graduate of MCTC, was to conduct the last session of the week. Unfortunately she could not come and the participants, once again in small groups, used this time to summarize what they had studied during the previous weeks.

During the third week, the participants had an opportunity to put into practice some of the theoretical aspects that had been discussed.

The participants wrote stories in groups, after which they were asked to develop activities, in order to elaborate on their stories. But this proved to be difficult, as they considered story-telling as a language activity only. The story was then analyzed as a vehicle for the following processes: problem-solving; cause and effect; expression of emotion, social interaction and learning values. After this, they became very enthusiastic about reading stories to children. Much to their own surprise, many of the participants produced very attractive story books for 4 to 6 year olds.

The next day, the participants, divided into five groups, went on short field trips in the vicinity, in order to collect stones, soil, flowers and plants. They also went to the post office, the photography shop and a fruit and vegetable shop. Upon their return they developed these trips

into learning experiences for children. Within a short space of time the classroom was converted into corners, where participants could "be photographed", and learn about the process of developing photos, go to "the post office" to mail letters and retrieve mail from post boxes. They could also learn about the different attributes of leaves, flowers, stones, soil, fruit and vegetables. Some of the groups created didactic games and written experience charts around these topics.

The participants enjoyed this activity very much and were amazed at how much children could learn by familiarizing themselves with the environment and how many activities could be developed at such a low cost. A discussion followed on how to use these activities to expose the children to the written word.

Materials were presented for a session on creativity. There were waterpaints, cardboard boxes, styrofoam, sawdust, old magazines, scraps of fabric and leather, reeds, etc. At first the participants were a little unsure of what was expected of them, but gradually they relaxed and started using the materials provided. It was the first time that many of them had had the opportunity to experiment with such materials in such a free and informal manner, where time was not structured. They commented that they had enjoyed this activity immensely, adding that they had been aware of the process which was taking place and they could easily relate it to the children's needs for similar situations. They could also understand that in such a medium children could express themselves emotionally and to develop their imaginations.

This activity was followed by a discussion on handling children's emotional needs. To this end they were briefly introduced to the work of Stella Chase on temperament, of Erik Erikson on the first three stages of life and Mary Ainsworth's research on attachment. The role of the kindergarten teacher was discussed in relation to handling children's needs.

The last formal day of studies was used to finish making books and didactic games. In addition there was an exercise in summarizing what had been studied during these weeks and prioritizing how the newly gained knowledge would be used in the training courses most of them were expected to give upon their return to their various places of work. They also watched two videos on ECE in Israel, on the subjects of science programs and the junkyard.

The first priority that came up in each group was the raising of the awareness of the importance of ECE at every level - central government, regional government, parents, etc., in an attempt to have it included in the formal educational system. This could have a profound affect on ECE: Funds would be channeled for the development of teacher training; teachers would be better trained and could be paid by the government; money would be made available for the production of equipment and materials; and curricula would be designed to be more child-centred.

In line with this priority, a steering committee was chosen from among the group, with the objective of forming a national ECE organization, which would also approach the authorities to have the organization recognized. It was hoped that within two years this objective would be reached.

The participants also intended to give courses similar to the one they had attended, to their colleagues in the field. Special emphasis would be placed on finding materials, making books, utilizing the environment and trying to involve parents and educate them. They mentioned the constraints they had to deal with, but nevertheless showed much determination to try to improve the situation of the children in rural areas, where most of the kindergartens were closed by the last government (2.5% of preschoolers in Ethiopia attend kindergarten - 90% of the population live in rural areas.)

An exhibition was mounted, documenting the activities the participants had engaged in throughout the course, i.e. the developmental profile, developing a topic, developing activities after the trip into the environment, didactic games, a book corner and creative activities. It was impressive and the participants were very happy and proud of what they had done.

During the course, Mr. Guy Ravid, Second Secretary of the Israeli Embassy, showed a video about Israel's past history, explained the current situation and opened the floor to questions. The participants showed much interest and were happy to receive copies of the **Shalom** Magazine.

The final ceremony was attended by the Minister of Education, the Vice Minister, the Israeli Ambassador and members of the Embassy staff, members of the Jewish community and officials of the Ministry of Education.

After the formal part of the ceremony was over and the Minister had presented the certificates and officially closed the course, the guests were invited to see the exhibition. Participants explained the objectives of each exhibit. The educational television recorded some of the activities the participants had been engaged in, the exhibition and the closing ceremony.

The presence of the Minister of Education provided an opportunity for an informal meeting of the steering committee with her, and a request was made to meet her at a later date.

In her speech, the representative of the student body expressed her concern about the state of ECE in Ethiopia and the importance of raising the awareness of all related authorities. She also reported about the formation of the steering committee.

The Minister of Education told the audience that she was aware of the importance of ECE and had decided to channel more funding to this sector. She stressed that now, with the policy of decentralization, it would be the responsibility of each district to do the same.

The Israeli Ambassador told the assembled group that this was his last official duty. He expressed the hope that the good relations and cooperation between the two countries would continue, and that he would continue to be a good ambassador for Ethiopia after leaving.

In a written evaluation of the course, the participants expressed the opinion that they had gained a lot during the course and were very happy that an effort had been made to fulfil their expectations.

The Israeli Ambassador, the Second Secretary and the Israelis working in Addis Ababa, were invited to a festive dinner, organized by Ato Debebe and Ato Mulugeta to celebrate the conclusion of the course.

Accommodations:

The Israeli team were housed in a hotel and the accommodations were very satisfactory.

Transportation:

Transportation was provided to and from work by a Ministry of Education vehicle.

VI EVALUATION BY THE PARTICIPANTS:

Participants found the following aspects most helpful:

- All aspects were good, especially since they were based on participants' expectations (16)

- Communication with parents and children (12)

- Making didactic games (15) using local, low-cost/no cost materials - ("Play contributes greatly to child development.")

- Curriculum planning, developing a topic (6) and presenting it

- Writing stories and making books (6) ("can be done without much expense")

- Methodology using teaching (4), group work and discussions (6); working freely and independently (4); ("participants were much involved and exercises and assignments were helpful")

- Developmental profile (9) - ("The holistic approach, because disregarding one domain is tantamount to incomplete child development.")

- Educational philosophy (6) ("The philosophies redirected my concepts of teacher/student learning interaction.")

- Raising the awareness of the importance of ECE (4)

- How children learn (3)

- Learning to read (2)

Participants' Comments:

- The course was very intensive. The duration of the course should be lengthened (17) as there was not enough time to make all the games or develop more books

- There should be a continuation of the courses, especially as the participants are expected to raise the awareness of the importance of ECE (6)

- A field trip should be added, to see kindergartens, in light of the new training (7)

- MCTC should send periodicals, pamphlets, teaching materials to the participants

- Too many topics in too short a period of time(1)

- It would be helpful to hear of successful experiments in the developing countries

- There should have been musical training and the making of musical instruments from local materials

- The team should have brought books on the philosophy of education and psychology, as there is no access to such books in Ethiopia

- "This program has been of invaluable help in our endeavor to run effective and fruitful preschool program in our country. I have come to realize the social, physical, intellectual and emotional loss our children have suffered, only after briefly being exposed to this training program."

Least Helpful Aspects:

- Curriculum - ("because this depends on the culture and socio-economic conditions in the country.")

- Some of the didactic games, ("because the child of this age may not be ready for critical thinking.")

- Corners - ("may be difficult in Third World countries due to lack of materials and space for these corners.")

VII COMMENTS BY THE ISRAELI TEAM:

Due to the high level of the participants, the course was very effective. In future the same care should be taken to choose suitable participants, of a similar high level, for on-the-spot courses.

Because the educational situation in Ethiopia, especially preschool, is so bad, there is a lot of room for cooperation in this field. The Ethiopian participants were very thirsty for knowledge and very receptive to learning. This is an

ideal situation in which to present such a course. Cooperation of this kind should be continued.

The team also recommends that preschool experts, accompanied by a handyman, be sent to create a demonstration kindergarten furnished with local materials.

Participants Attending the Workshop on Early Childhood Education

No.	Name	Adress	Position	Qualification	Employes
1.	Aster Alemu	Awassa	School Director	B.Ed	SOS
2.	Lemma Beyene	Addis Ababa	Inspector	B.Ed.	Ministry of Education
3.	Mekdes Zelelew	" "	Co-ordinator	Pre-school Edu.	Ministry of Labour
4.	Birtukan Shimelis	" "	K.G. Supervisor	" " "	C.Youth and Family Organization
5.	Joseph Soboka	" "	CEF Edu.Dept.Director	B.A	Adventist Church
6.	Yohannes Hagos	" "	~~Director~~ director Programme	Diploma	EOC-~~SCC~~ CCC Ethiopian Orthodox Church
7.	Aster Belay	" "	K~~G~~. Coordinator	Pre-school Educ.	SOS
8.	Saleh Adem	Bahir Dar	Student Service Exp.	B.A	Region 3 Edu.Bearue ~~Gudance & Cou.Expert~~
9.	Lemma Arerru	Awassa	Section head for pre-primary, primary and Special Education	B.A	MOE
10.	Abebe Wurrissa	"	Head of Pre-Education primary & Sp.Edu.	Diploma	MOE
11.	Nhial Gach	Gambella	Secondary Sch.Teacher	B.A	MOE
12.	Messele Mekonnen	Arbaminch	In charge of K.G & Primary school Section	Diploma	MOE
13.	Abraha W/Michael	Tigray (Shire	Zone, Early Childhood student Evaluation Personnel	D.S	MOE
14.	Asfaw Tamene	Tigray	H.Officer of K.G	Diploma	MOE
15.	Assema Emru	Region 3, BahirDar	Expert	B.A	MOE
16.	Mesfin Bezabih	" " "	Head, pre-education primary education	B.A	MOE

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No.	Name	Adress	Position	Qualification	Employes
17.	Ayana Lemu	Region 4 Mettu	Level, pre-education & Primary Education	B.A	MOE
18.	Mitiku Barana	Arsi	"	B.Sc.	"
19.	Egtachew Midekssa	Jimma	Head, Training in Ed. Offic & for Pre-Edu.	B.A	"
20.	Kedir Ali	Oromiyaa Ed.Bureau	Coordinator of K.G., Primary & Sp.Edu.	B.Ed.	"
21.	Teshome Tuta	Nazareth	" "	B.Ed.	"
22.	Tsegie G/Selassie	Region 14	K.G. coordinator	12+2	"
23.	Fesseha G/Yesus	Zone 4 Edu.Office	K.G. Supervisor	12+2	"
24.	Abeba Hagos	Zone 2 Educ. Office	" "	B.A	"
25.	Taye Zeleke	" " " "	" "	Diploma	"
26.	Gemechu Gugsa	" 3 " "	" "	"	"
27.	Dereje Terefe	ICDR	Expert in K.G.	B.Ed.	"
28.	Melesse G/Egziabher	ICDR	Expert K.G.	B.A	"
29.	Zegeye Aredo Debella	MOE	Head, community and Orgnization schools Coordinating & cont.	B.Ed.	"
30.	Woldekidan Forsido	"	Head, Preschool Edu.	B.A	"
31.	Kebbede Friesenbet	"	General Manager ETEC	B.A, Msc	"
32.	Ashebe Eshete	Preschool T.T.I	Teacher	Diploma	"
33.	Azeb Yohannes	Addis Ababa	Publisher of Children's Book	Publishing	Gabes Publisher

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Appendix 2

PROPOSED DAILY PROGRAM

AUGUST 1993

Monday 2nd	
	Visit to kindergartens and community projects by the Israeli team
	Consultation with local organizers and final drafting of the course program
	Lectures by the Ethiopian team
Afternoon	Opening Ceremony of the Workshop
Tuesday 3rd	
8.30-9.30	Getting acquainted - trainees and instructors Participants´ expectations Presentation of the program
10.30-11.00	Tea break
11.00-12.30	"Who is a 5-year old?"
	Developmental profile - cognitive, emotional, social and psycho-motor development (Working in small groups)
12.30-13.30	Lunch break
13.30-15.00	Developmental profile (contd.)
	Discussion: "How children learn"
Homework	Making a list of children´s needs on the basis of "Who is a 3-5 year old" and "How Children Learn"
Wednesday 4th	
8.30-8.45	Songs and routines commonly used in kindergartens
8.45-10.30	Summary: "Children´s needs"
	Lecture and exercise (in small groups): "What is reading?"
11.00-12.30	Lecture and exercise: Reading readiness
13.30-15.00	"Reading a story" Developing activities around the story (small group experience)
Homework	Preparing stories

Thursday 5th	
8.30-9.00	Songs and routines commonly used in kindergartens
9.00-10.30	Writing stories in small groups - Developing activities around the story
11.00-12.30	Developing activities around the story (contd)
13.30-14.30	Presenting the stories and activities
14.30-15.00	Asking questions to promote cognitive and emotional development
Friday 6th	
8.30-9.00	Songs and routines commonly used in kindergartens
9.00-10.30	Playing games
11.00-12.30	Summing up: The contribution of playing games to the child's development
	Making games
13.30-15.00	Making games (contd) Presenting games
Homework	Making games
Saturday 7th	Free
Sunday 8th	Free
Monday 9th	
8.30-9.00	Songs and routines commonly used in kindergartens Presenting games made at home
All day	Going on a field trip (in small groups): - preparation - going on the trip - analysing and processing information brought in from the field trip - displaying and sharing the activities with the whole group
Tuesday 10th	
8.30-9.00	Songs and routines commonly used in kindergartens
9.00-10.30	Small group activity: Developing a topic
11.00-12.30	contd
13.30-15.00	Lecture/exercise: Socio-dramatic play

Wednesday 11th

8.30-9.00	Songs and routines commonly used in kindergartens
All day	Going on a field trip (in small groups): - preparation - going on the trip - analysing and processing information brought in from the field trip - displaying and sharing the activities with the whole group

Thursday 12th

8.30-9.00	Songs and routines commonly used in kindergartens
9.00-12.30	Creativity
13.30-15.00	Making books

Friday 13th

8.30-9.00	Songs and routines commonly used in kindergartens
9.00-10.30	Presentation of an Israeli arrangement of the educational environment
	The daily schedule
11.00-12.30	Dialogue: "Children's needs and creating a child centered educational environment - what can be implemented/adapted to the Kenyan situation"
13.30-15.00	Introducing the idea of the small group projects - "Creating a model kindergarten using local resources"
Homework	Collecting materials for the group project

Saturday 14th

Free

Sunday 15th

Free

Monday 16th

8.30-10.30	Visits to kindergartens
11.00-12.30	Feedback and discussion
13.30-15.00	Working on small group projects

Tuesday 17th

8.30-12.30	Exercise and discussion: Working with parents
13.30-15.00	Working on small group projects

Wednesday 18th

8.30-12.30 Exercise and discussion:
Working with parents

13.30-15.00 Working on small group projects

Thursday 19th

8.30-10.00 Open discussion:

11.00-12.30 Setting up the exhibition of projects:
Setting up a model kindergarten using local resources

13.30-15.00 Presentation of projects and written guide for each corner/activity

Friday 20th

8.30-10.30 Written evaluation

Closing discussion

Exhibition

Closing Ceremony

Feedback session with
Mr. Ato Mulugeta Ambai

Saturday 21st

Departure of Israeli team for Kenya

* * * * *

As mentioned above, the workshop is conducted using a "hands-on" methodology. The participants will be divided in to small groups for most of the activities. It is therefore necessary to have a large working space.

Materials required:

- Slide projector and video VHS projector
- Facilities for copying written and learning materials to be distributed to the participants
- Large sheets of newsprint or brown wrapping paper for posters
- White paper, coloured paper, poster paints, crayons, thick paint brushes
- Scissors, glue
- Waste materials - bamboo, saw dust, wood cut-offs, empty cartons, toilet rolls, empty plastic containers, bottle tops, screw tops of tooth-paste tubes, etc.

Haifa, 1st June Ref. JPRETHIO/4

Appendix 3

Revised Program

Tuesday August 3rd

8:30 - 10:30 Getting acquainted with exercises, expectations

11:00 - 12:30 Who is a 0 - 6 year old
Development Profile
Psycho-motor, cognitive and emotional

12:30 - 15:00 Presentation of Developmental Profile
0 - 3 years

Wednesday August 4th

8:30 - 10:30 Presentation of developmental profile
3 and 4 years

11:00 - 12:30 Presentation of developmental profile
5 and 6 years
How children learn

13:30 - 15:00 Kindergartens in Israel
Presentation of slides and discussion

Thursday August 5th

8:30 - 10:30 Philosophy of education

11:00 - 12:30 Cont'd

13:30 - 15:00 What is reading?

Friday August 6th

8:30 - 10:30 Playing games

11:00 - 12:30 Making games

13:30 - 15:00 Cont'd
Discussion: The contribution of playing games to the child's development

Saturday August 7th Free
Sunday August 8th Free

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Monday August 9th

8:30 - 10:30 Planning and developing curriculum: Theoretical aspects

11:00 - 12:30 Developing a topic

13:30 - 15:00 Presentation of topics

Tuesday August 10th

8:30 - 10:30 Communication skills as a basis for parent education according to the model of Thomas Gordon; Parent Effectiveness Training (PET)

11:00 - 12:30 Cont'd

13:30 - 15:00 Ways and Means of Parent Education

Wednesday August 11th

8:30 - 10:30 Parent Education

11:00 - 12:30 Cont'd

13:30 - 15:00 Cont'd

Thursday August 12th

8:30 - 10:30 Raising Awareness of the Importance of Early Childhood Education

11:00 - 12:30 Cont'd

13:30 - 15:00 Discussion: Culture and Early Childhood Education - Centralization / Decentralization

Friday August 13th

8:30 - 10:30 Sharing experiences from Burma, Nepal, Kenya, The Philippines, Swaziland, Malawi

11:00 - 12:30 Group discussion - Gender and Equality in the Kindergarten

13:30 - 15:00 Guest Lecturer: Minority / Majority

Saturday August 14th, Sunday August 15th Free

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Monday August 16th

8:30 - 10:30 Developing a Story
Writing stories and developing them

11:00 - 12:30 Making Books

13:30 - 15:00 Discussion: The Importance of Exposure to
The Written Word

Tuesday August 17th

8:30 - 10:30 Going on a trip

11:00 - 12:30 Cont'd

13:30 - 15:00 Israel Afternoon

Wednesday August 18th

8:30 - 10:30 Creativity

11:00 - 12:30 Children with Special Needs - Integration / Segregation

13:30 - 15:00 Handling Emotional Needs

15:00 - 16:30 Ethiopian Expert in Special Education

Thursday August 19th

8:30 - 9:15 Videos: Israel programs

9:15 - 10:30 Goals and Priorities in Early Childhood Education
in Ethiopia - small group discussions

13:30 - 15:00 General discussion. Setting up an Exhibition

Friday August 20th

Written evaluation

Closing discussion

Closing ceremony.

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Appendix 4

List of Expectations

- Planning curriculum
- Teaching aids - local materials, different activities
- Approach to ECE using games
- Adaptation to Ethiopian situation
- Grouping - according to what
- Parent education, roles
- How to handle orphans
- Heterogeneous group in the class
- Supervision, counselling and training teachers
- Philosophical and theoretical approaches to education
- Raising of the importance of EC years/education
- Training program for teachers (also in Israel)
- Methodology in ECE
- Sharing experience/management/administration
- Ideal education
- Socio-economic conditions relating to ECE
- Culture and ECE
- National vs. local programs
- Linking between ECE and primary school
- Going on a trip
- Stories and books
- Emotional problems
- The child with special needs
- Creativity
- Exhibition

Appendix 5

Professional contacts were made with the following NGO's:

1. Ato Mergesha Hailandebt - The Rehabilitation Agency for the Disabled

2. Ato Meguanitit Ejigu - Officer in charge, Education, UNICEF

3. Ato Bekele Basore - Executive Secretary, Ethiopian Evangelical Church, Mekana Yesus, Council for Child Care (EECMY-CCC)

4. Ato Tedla Diressie - General Manger, Children, Youth and Family Welfare Organization

5. Ato Adinassie Wordonus, Program Consultant, Health, Redd Barna, Ethiopia

6. Seble Mehonhen - Concern

Genet Zewdie, Minister of Education, received the Israeli team for a short meeting, in which she explained the new policy of the transitional government, of de-centralization of the educational system and the empowerment of each nation to use its own language as the medium of introduction.

Meteki George arranged a tour of a women's weaving project.

The Israeli team paid a visit to the preschool teacher-training institute and met the directress, Lenebech Tirureh. It transpired that she was a graduate of a course on adult education at MCTC. A lecture on "Developing a topic" was given to a group of trainer teachers.

The Israeli team spent a lot of time with the embassy staff. They were very supportive and helpful. Special thanks go to Guy Ravid and Michal Frankel, the Second Secretary and his wife for being so generous with their time. They spared no efforts to assist in the smooth running of the course.

The Ambassador, Haim Divon, was also very friendly, but very busy as he was winding up his tour of duty in Addis Ababa.

Appendix 7

Programme for the closing session of the workshop on Early Childhood Education

20th August, 1993

Friday 10:00 A.M.

1. Remark by the Head of Training & Management.....(10:00-10:10)

2. Statement by the Representative of the Participants of the workshop.....(10:15-10:30)

3. Statement by the Israel; Expert.....(10:30-10:40)

4. Statement by H.E. The Israel; Ambassador.....(10:40-10:50)

5. Awarding of Certificates by H.E. the Minister of Education.....(10:50-11.00)

6 Closing remarks by H.E. The Minister of Education.....(11:00)

7 Tour of exhibits of participant's work.....(11:15-11:30)

8. Refreshement.....(11:30)

---- END OF PROGRAMME -----

Appendix 8

Early Childhood Education
Teachers' On-The-Spot Seminar and Workshop
(August 2 - 20, 1993

Your Excellency W/Genet Zewede Minister of Education
Your " Mr. Haim Divon The Ambassador of the Republic of Israel
Dear Guest Lecturer
Dear Participants
Ladies & Gentlemen

The seminar and workshop on early childhood education organized by the Ministry of Education in coloboration with the government of Israel and financed by UNICEF was held from August 2 - 20, 1993 at the Ministry of Education - Addis Ababa. The participants, who were drawn from various administrative regions and educational institutions were able to raise their awarness about the knowledge of the physical, mental and emotional development of children at their early ages of 1 - 6, which is the most crucial and formative stage of growth and development.

The workshop introduced the participants to modern thinking and practices of child rearing and education.In connection to this, different schools of educational philosopies were discussed and their effect on childhood education were examined.

In the process of devising appropriate curriculum objectives, the participants were able to realize that the contents of early childhood education have to be drawn from the lives and world of the child i.e. the family and the nearby environment, the concrete and immediate experiences of the child. Centralized and decentralized curriculum development were

scrutinized, discussed and examined in the light of philosophy of education and the type of society a country wants to have through the education of its children. Such extensive discussions and exchange of experiences among the participants themselves and between the international instructors underscored the high quality of the training programme of the workshop.

The workshop has generated great interest among the participants in early childhood education. Such interest and recognition of the importance of early child education, the participants felt, should go beyond the education circle and get awarness by parents, communities and government bodies in general.

The participants were able to acquire a lot of important and new ideas from their own activities and participation in the workshop, while at the same time, they were able to learn new concepts and methods of dealing with children as a result of observations of teaching (guiding) activities undertaken by the Israel instructors. Due to the diligent work of the instructors and full involvement of the participants, the expectations from the workshop were adequately met.

Recommendation:

The kindergarten programme in Ethiopia is still in its infancy. Only a fraction of children 2.1% aged (4-6) have access to kindergarten. In other words, out of 4.1 million preschool children only 115,935 are taken care of. To redress the situation of gross neglect from which almost all preschool age children are affected the participants make the following recommendations:

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1) Such a workshop should not be a one-shot affair, but similiar workshop should be organized at national and regional levels for teachers and other appropriate bodies in the education system.

2) A strategy must be formulated to sensitize parents, individuals, the community and the public at large on the importance and need of expanding and opening of kindergartens nation-wide.

3) The training programme of preschool teachers should be evaluated and strengthened and upgraded.

4) a) Teachers' salaries have direct effect on their teaching performance; kindergarten teachers' salary situation aught to be studied and problems related to it ressolved.

   b) The Israeli system should be seriously considered in which government pays teachers' salaries and the local administration provides buildings and salaries of assistant teachers.

5) Although the running of preschool education rests mainly on NGOs, communities and individual organizations, the Ministry of Education as a supervising and standard setting body:-

   a) should issue directives that would oblige owners of kindergartens to allocate adequate operational budget for production of educational materials.

b) should consult regional education beureaus to allocate budget for pedagogical centers where kindergarten teachers are to be trained in preparing teaching materials.

6) Establishing a national professional association in this area of education is essential. Besides, organizing an early childhood education group activits, that can lobby, convince, and negotiate with policy makers, prominent leaders of welfare associations, trade unions, academics, legal institutions, etc. has become a necessity. To this effect, the participants of this workshop have come to a consensus of the dire necessity of forming a five-man steering committee to which the Ministry of Education is fully hoped to provide unrivaled support, and to which the general public should rally around its endeavours.

TRANSITIONAL GOVERNMENT OF
ETHIOPIA
MINISTRY OF EDUCATION
TRAINING DEPARTMENT

STATE OF ISRAEL
MINISTRY OF FOREIGN AFFAIRS
MASHAV
DIVISION FOR INTERNATIONAL COOPERATION

Certificate

This is to certify that _____

participated and successfully completed a course on **EARLY CHILDHOOD EDUCATION** from 2nd to 20th August 1993 held at the Ministry of Education Training Centre in Addis Ababa.

Minister of Education	*Course Organizer*	*Course Organizer*	*Ambassador of ISRAEL*
Hon. Mrs. Genet Zewde	Ms. Janette Hirschmann	Ms. Haggith Gor-Ziv	H. E. Mr. Haim Divon

Appendix 9